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ABSTRACT

The document contains a description and an evaluation of the activities conducted during the first year of the Indiana Parent Training Project (IPTP), a project to train parents in their rights and responsibilities as guaranteed by federal and state laws governing the education of handicapped children. The following public information efforts were conducted: news releases and newspaper articles, newsletters, brochures, radio and television announcements, and presentations to parents and professionals. One to one assistance and training were implemented through information and strategies shared by telephone; information, written materials mailed to parents, professionals, and others; and individual assistance, called parent cases. Training sessions were held in the St. Joseph County area to provide parents with the opportunity to directly ask questions, receive materials on parents' rights and responsibilities, learn the local educational services available, and share information and concerns with other parents. Training sessions in St. Joseph County and other areas of the state were evaluated as beneficial by both parents and professionals. Through the use of handbooks, training units, and copies of federal and state regulations, the IPTP and Task Force staff attempted to expand parents' knowledge and skills for effectively working with school personnel. Three different evaluations were used for the 2 day regional parent resources (RPR) training. Among findings were that RPRs needed specific suggestions or strategies outlining how to make contacts with schools and agencies, and that the RPR conducted trainings attended by IPTP staff were, overall, very well organized. Followup training was conducted to discuss RPR activities, local issues, and federal special education policies. IPTP staff maintained contact with organizations at the local, state, and national level. Materials were disseminated to parents, professionals, and regional parent representatives during each level of project activity. (SB)

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INDIANA PARENT TRAINING PROGRAM (IPTP)

YEAR ONE REPORT

JUNE 1, 1980 — MAY 31, 1981

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August 1981
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Section 1

INTRODUCTION AND BACKGROUND INFORMATION

This document contains a description and an evaluation of the activities conducted during the first year of operation of the Indiana Parent Training Project (IPTP) operated by the Task Force on Education for the Handicapped.

IPTP is funded by a two-year grant from the Division of Personnel Preparation, Office of Special Education and Rehabilitative Services, U.S. Department of Special Education. The time period covered in this report is June 1, 1980 through May 31, 1981.

The Task Force on Education for the Handicapped began in 1973 as a volunteer parent coalition with the primary purpose of promoting quality education for handicapped students in St. Joseph County, Indiana. Its membership represents various disabilities and now includes individuals and organizations throughout the state of Indiana as well as some in other states. The Task Force, convinced of the value of parent-to-parent information and advice, has held conferences, conducted workshops and has helped smaller groups organize. In addition to IPTP, the Task Force has operated three projects:

- The Parent Information Center (PIC) under contract with the U.S. Office of Education (from 1976 through 1979). One of five such centers in the nation, the PIC provided information to parents of handicapped children on services available as well as information on the rights and responsibilities afforded to them by federal and state laws. This was done both on an "individual basis" and by means of workshops, primarily in St. Joseph County, with increasing numbers of requests originating from other areas of Indiana.

- The Indiana Surrogate Parent Program under contract with the Indiana Department of Public Instruction since 1977. Since 1978 this program has been implemented on a state-wide basis providing information and personnel resources to assist local school districts and other educational providers in recruiting, training and assigning surrogate parents to eligible handicapped children.

- Project ASPECT (Assessing Special Education: Consumer Training) under contract with the U.S. Office of Education and the Office of Civil Rights from 1978 through 1980. This project included:

  — the development of an assessment tool, Assessing Special Education/A Guide for Parents and Advocates, to be used by consumers to assess their special education programs at the local district level. This guide was disseminated nationwide.

  — training for parents and special education personnel in P.L. 94-142 and Section 504, state law and the educational process, with follow-up technical assistance to individual and consumer organizations.

- THE INDIANA PARENT TRAINING PROGRAM (IPTP) was designed to train parents in their rights and responsibilities as guaranteed by federal and state laws governing the education of handicapped children and based upon the belief of the Task Force that the most effective conduit to parents is through parent-based organizations with workshops presented on a parent-to-parent basis. The experience of the Task Force had indicated that a heightened awareness on the part of parents of these rights and responsibilities helps them to achieve a level of competence and confidence in their own expertise as equal participants on teams determining appropriate educational programs. The competence and confidence achieved through the training can lead to more effective cooperation and participation in the process and, ultimately, enhance the special education programs of their children — the major goal of the project.

  The training of parents through IPTP is conducted on the following levels:

  - One-to-one training assistance for parents in Indiana (by phone, mail, and in person)
  - On-going training workshops for parents in the St. Joseph County area
  - Training workshops for parents throughout Indiana (General training)
  - Training two to three regional parent resources (RPRs) in each of seven areas of Indiana who:

    — act as local support to other parents by conducting general training sessions on parents' and children's rights and re-responsibilities

    — provide individual advocacy training relating to education of handicapped children for parents in their region

The following information describes the activities of the first year of operation of IPTP and summarizes evaluation data for the purpose of enabling project staff to enhance its efforts in the performance of project tasks towards meeting its goals and objectives.

Section 2

PUBLIC INFORMATION

The Indiana Parent Training Program has attempted to inform the general public, parents of handicapped children and professional personnel, of its assistance and training activities.

The following public information efforts were conducted:

NEWSPAPERS

A news release announcing the initiation of the training program appeared in South Bend's major newspaper the Tribune, which is distributed throughout the Michiana (this includes upper Indiana and lower Michigan) area. Other articles about parent involvement in special education, local training for Hispanic parents and funding appeared in the Tribune. The Task Force and IPTP's annual spring training conference was also publicized in eight northern Indiana newspapers.

To publicize the two-day RPR training and the RPR's availability to assist and train other parents, seventy-seven (77) news releases were distributed to community agencies and newspapers throughout Indiana. Approximately fifteen (15) of those were printed in newspapers. The following is a sample news release:

> Three residents from the South Bend / Mishawaka area active in the advocacy movement for handicapped school-age children recently were selected to participate in a two-day training seminar funded by the U.S. Department of Education's Office of Special Education.
>
> Joyce Burgess and Marilyn Casper of South Bend and Joyce Marshall of Mishawaka, parents of children in local special education programs, worked on developing their skills as information-sharers, trainers, and advocates.
>
> The seminar was sponsored and presented by the Task Force on Education for the Handicapped, Inc., a South Bend-based parent group involved in parent training throughout Indiana.
>
> As a result of their participation, the women plan to be available to work with local parents and organizations needing information, parent-to-parent training, and assistance with the educational problems handicapped students face.
>
> They can be contacted through the Task Force on Education for the Handicapped, Inc., office at 234-7102, or writing to 812 East Jefferson Boulevard, South Bend, Indiana 46617.

NEWSLETTERS

The newsletter, The Task Force on the Education for the Handicapped Reports, is printed four times a year, and distributed, by subscription, to over 350 parents and professionals in Indiana and adjacent states. The newsletter announces upcoming trainings, conferences, changes in regulations and general information which is of interest to parents and professionals. Individuals who call or write for information on handicapping conditions and school programs are also sent a complimentary copy of the newsletter.

Information about IPTP activities appeared in the following newsletters in Indiana: Indiana ACLD, Indiana Educator, St. Joseph County Council for the Retarded Reports, ISEAS Cable (Newsletter for special education administrators in Indiana), Elkhart Advocates for Citizens with Handicaps, LASH (Lake County Advocates Serving the Handicapped), Protection and Advocacy, COVOH (Council of Volunteers and Organizations for the Handicapped), Association for the Disabled of Elkhart County, SOUND (Society for Understanding Deafness).

BROCHURES

Brochures were distributed to parents and professionals at trainings, conferences, and presentations. The Regional Parent Representatives received brochures at their initial meeting, to distribute in their community. Brochures were also distributed to agencies in Indiana as well as to individuals who call or write the Task Force office for information. A total of 2,093 brochures were disseminated.

RADIO and TELEVISION

Six (6) radio stations and four (4) television stations broadcasting in the Michiana area also announced IPTP workshops in the St. Joseph County area.

PRESENTATIONS

The Task Force and IPTP staff have described program goals and activities and presented numerous topics to various groups in the state. Eleven (11) presentations were conducted for 436 parents and professionals.

The general public has been informed through the following presentations:

Area/Sponsor	Date	Topic	Number Attended
IUSB graduate students	6-23-80	Parent involvement	20
St. Francis College graduate students Fort Wayne, Indiana	7-21-80	Parent involvement	30
St. Mary's College psychology students Notre Dame, IN	9-15-80	Agency role in community education	12
St. Joseph County Head Start staff South Bend, Indiana	9-25-80	Identification and evaluation	60
Aux Chandelles Respite care workers Bristol, Indiana	10- 4-80	Task Force and IPTP agency description	20
CEC (Council for Exceptional Children) Conference Indianapolis, Indiana	2-13-81	Using parents on special education advisory boards	6
CEC Indianapolis, Indiana	2-13-81	Parent/school communication	80
IUSB undergraduates	3-19-81	Parent involvement/ surrogate parents	25
SBCSC inservice for case conference coordinators	3-25-81	Parent/school cooperation	50
IUSB graduate students	3-26-81	Parent involvement in special education process	30
CSPD school administrators/ personnel from local school districts	5- 7-81	Advocacy strategies/Parent Advisory Boards	12
TOTAL — 11 Presentations			436

The following types of materials were disseminated at these presentations:

- — Task Force brochures
- — Materials on parent/school communication, list of bibliographies
- — Checklist for organizing a parent advisory board
- — Closer Look information
- — Section 504 handbook
- — Task Force newsletters
- — Fact sheets on federal and state laws

CONCLUSION

Through public information efforts, many parents and professionals within Northern Indiana were informed of IPTP parent education activities. Presentations to the general public have contributed to increased awareness of the needs and potentials of handicapped students and their parents. Presentations to parents and professional groups have led to future requests for presentations and training workshops.

Locally, the South Bend Community School Corporation utilizes many of the materials developed by the Task Force in working with parents and in coordinating in-service for staff. Many parents indicated, on the training evaluations, that they learned of the Task Force through flyers received through the schools. Therefore, the efforts of disseminating information through more schools and agencies need to be upgraded.

A more systematic method of publicizing trainings and individual advocacy assistance needs to be developed. Additional radio, newspaper and television spots could be utilized to inform parents of the services available.

Section 3

INDIVIDUAL ASSISTANCE AND TRAINING

One-to-one assistance and training were implemented in the following ways:

- — information and strategies shared by telephone
- — information, written materials mailed to parents, professionals and others
- — individual assistance, also called "parent cases"

The following activities were accomplished directly by IPTP staff. The tabulation of information-sharing, assistance and training undertaken by RPRs is included in Section 7.

PHONE CALLS

Phone calls were received from parents, teachers, professionals and RPRs concerning a variety of educational-related questions. The phone calls were generally requests for information about special education, handicapping conditions, educational rights and other available services.

Of 673 calls received, 341 were requests for information concerning the following eight handicapping conditions: autism, blindness, cerebral palsy, deaf-blind, emotionally handicapped, hearing-impaired, Down's Syndrome, hyperactivity. Information about mental retardation and learning disabilities was most frequently requested.

The Indiana Parent Training Program does not have a toll free number. However, parents and RPRs needing assistance were notified that they could call collect.

1) Number of phone call received:

Parents	Teachers	Professionals	RPRs	TOTAL
348	30	207	88	673

2) Calls were received from the following geographic areas:

St. Joseph County	Other Indiana	Out of State
360	255	58

Parents include parents and other relatives of handicapped children, foster parents, surrogate parents and house parents. Professionals include other education personnel (excluding teachers) — therapists, administrators, social workers, psychologists. RPRs (Regional Parent Representatives) include parents who have participated in the Indiana Parent Training Program and continue to assist and train other parents of handicapped children in their communities. More phone calls were made to RPRs residing outside of South Bend than received by them, in order to decrease their personal expenses.

INDIVIDUAL ASSISTANCE/TRAINING

Between June 1, 1980 and May 31, 1981 the Indiana Parent Training Program directly assisted 101 parents and professionals with problems relating to the educational needs of handicapped children. Eleven (11) of those parents were referred to and consequently assisted by an RPR in their community. Individual training and assistance is defined as on-going communication by phone or direct contact to help parents resolve a problem relating to the educational needs of a handicapped child.

Type of Problem and Concerns

- inappropriate placement for LD and ED students
- need for summer educational and recreational programs
- explanation and need for Rule S-5 (non-public/out-of-state) placement
- evaluation inappropriate or inaccurate
- obtaining related services
- finding appropriate educational programs for students recently handicapped as result of accidents
- due process and complaint rights and procedures
- timelines and procedures, IEP participation
- appropriate pre-vocational and vocational education

Assistance

- explanation of rights mandated by P.L. 94-142 and Indiana's Ruls S-1
- information on handicapping conditions
- assisted in developing IEPs
- provided information on vocational education/vocational rehabilitation

— explained types of school evaluation instruments
— attended case conferences
— parents attended training workshop
— assisted in filing complaints and preparing for due process hearings

MATERIALS DISSEMINATED

Handouts, brochures, and checklists on rights, IEPs, summer programs, evaluations, due process were mailed or given directly to individuals seeking assistance. For a more detailed listing of materials disseminated to parents, professionals and others see Section 10.

CONCLUSION

Parents assisted throughout the year, by phone or in person, were notified of the dates of general trainings and more specific workshops on communication and IEP development. Follow-up contacts and phone calls have indicated that staff assistance/information has been beneficial to parents by enabling them to participate more effectively in the special education process.

However, in reviewing the records of phone calls and individual assistance cases, several gaps were noted. There is a need for a more accurate record-keeping system for the number of phone calls received and information shared. The quality and outcome of individual assistance to parents also needs to be evaluated on a more regular, systematic basis. It was noted that staff should encourage more parents receiving one-to-one assistance to receive more in-depth information and build skills through attendance at trainings. In the future, St. Joseph County RPRs will be utilized to a greater extent in providing individual assistance.

Section 4

TRAININGS IN THE ST. JOSEPH COUNTY AREA

PURPOSE

Throughout the IPTP project, the Task Force has continued to serve groups of parents of handicapped children and young people in the St. Joseph County area (includes South Bend, Mishawaka, Osceola, Granger, etc.). Parent groups, parent-teacher organizations and individual parents and professionls have requested trainings to increase their awareness of parents' and children's rights and to learn techniques for improving parent-school communication. Training groups of individuals provides parents the opportunity to directly ask questions, receive materials on parents' rights and responsibilities, to learn the local educational services available and, most importantly, to share information and concerns with other parents.

CONTENT AND MATERIALS

The content of the trainings primarily focused on rights and the special education process. For five trainings staff presented more in-depth and specific information on communication, parent organizations, special educational services in parochial schools, etc. Generally, the trainings were two to three hours long The participants usually received the following materials in a packet:

- six fact sheets on federal and state laws
- checklists for preparing for a case conference
- communication techniques
- IEP checklist
- handout on referral and evaluation
- Parent-Citizen handbook (A Guide to Sp. Ed., Indiana Dept. of Pub. Inst.)
- Closer Look information
- Task Force brochure
- evaluation sheet

The word "workshop" and "training" are used interchangeably throughout this document.)

TRAININGS

Ten (10) trainings were attended by 165 parents in the St. Joseph County area between June 1, 1980 and May 31, 1981. The trainings, held at the Task Force office and at school buildings, were conducted throughout the school year, especially at the time of the annual spring case reviews.

Area/Sponsor	Date	Topic	Number Attended
Holy Cross Grade School parents South Bend, Indiana	9-23-80	Public school LD services in parochial schools	7
Task Force Office	10-16-80	Special Education Process	14
Parent Group Mishawaka, Indiana	10-21-80	LD and forming a parent group	7
Parochial Parents	11-20-80	LD and rights	25
Parent-Teacher Congress at Marion High School (parochial) Mishawaka, Indiana	3- 7-81	Know the Laws	35
Task Force Office	3-26-81	Communication	1
Harrison School minority parents South Bend, Indiana	3-24-81	Special Education Process	12
Task Force Office South Bend, Indiana	4-16-81	Communication	10
Logan Center South Bend, Indiana	5-16-81	Living with a handicapped child	44
La Casa De Amistad training in Spanish South Bend, Indiana	5-18-81	Special Education Process	10
TOTAL 10			165

PARTICIPANTS' EVALUATIONS

Satisfaction with the training is measured at the conclusion of each training session by the Parent Training Evaluation form. After the evaluation was modified, data was also gathered about who participated, what prompted them to attend, and whether they were seeking additional training. Sixteen of 34 participants receiving a general parent training evaluation completed the form. A separate evalu-

ation form was used for the annual spring training conference, the format and content being somewhat different than the general trainings. Twenty-two of the 44 participants filled out the conference evaluation. A total of 58 individuals (of 165 attending workshops) were given evaluations to be completed.

The following is a tabulation of the general training evaluation responses:

Below are the stated goals of the workshop. Indicate the degree to which you feel each goal was attained in relationship to yourself, not the group as a whole.

	Clearly Attained 5	4	3	2	Clearly not Attained 1
1) a) To increase participant's knowledge of educational rights of handicapped children.	9	7			
b) To make participants aware of the need to function as a team when planning for the needs of handicapped children.	13	3			
c) To help participants feel comfortable about their role in working in behalf of their handicapped children.	11	3	2		
d) To help participants feel confident dealing with school personnel.	11	2	3		

2) In general, how would you rate this parent training session?

Excellent 5	4	3	2	Poor 1
4	8	2		

3) How could the organization of the workshop be changed?

____ Questions wait until after training, not during.

____ Larger room

4) Participant involvement was:

Very Beneficial 5	4	3	2	1
9	4	3		

5) How could participant involvement be improved?

____ talking more about us

____ getting more people involved - "done well"

6) The most useful topic of the workshop was:

—— tips on writing an IEP
—— all helpful
—— seeing records
—— rights of LD
—— feedback from other parents
—— transportation as a related service
—— behavior consultant

7) The least useful topic was:

—— transportation
—— how to get testing started

8) For future training sessions which areas do you feel you need more information?

—— Due Process
—— Least Restrictive Environment
—— Special Education Process
—— Organizing a Parent Group
—— Parents on Special Education Advisory Boards
—— Vocational Education

Participants marked more than one topic, however they did not always check topics, as requested, in the order of importance.

SUMMARY OF COMMENTS FROM ANNUAL TRAINING CONFERENCE EVALUATION

1) Did you find this workshop worthwhile?

"Excellent presentation by Dr. Moses."
"Very supportive of my emotional state."
"It has been the most worthwhile conference I have attended in the three years that I have had an impaired child. It has opened many doors."
"Would like to see more of this kind of thing."
"Made me more clearly understand the process a parent goes through."

2) Name one useful thing you learned today.

"The fact that I'm a normal healthy person having to deal with a very intense and stressful situation."
"That you should not be ashamed of your feelings."
"An understanding of the feelings parents need to go through in order to face the acceptance of their child."
"That the way I feel about somethings are okay."
"That all the things I feel are a useful tool in dealing with my child."
"Reassuring/supporting my understanding of living the process of grieving — helping me understand parents' thoughts and feelings."
"Wanted to hear even more sharing by parents."
"Evaluating and coping."

"That our feelings are not abnormal."
"Commonality of feelings, reassurance."
"That we're not in this alone."
"Too many to list."

3) What could have been done to improve the conference?

More sharing of feelings, nothing, it was great, softer seats, carpeted room with "ha, ha" in parenthses, encourage parents to express their process of growth.

4) Do you have any suggestions regarding topics for future conferences,

No responses.

STAFF EVALUATIONS

The IPTP staff also completed a personal evaluation form after eight of the ten trainings conducted in St. Joseph County. Nine staff evaluations were also filled out for trainings conducted in other areas of the state. The purpose of the staff evaluation was to improve training techniques, organization and content, and to make note of the group activities, visual aids, or techniques that were especially effective.

The following is a summary of personal staff evaluation comments from trainings in St. Joseph County and other areas of the state:

1) Record personal observations of workshop session. Include comments on general response to media presentation, effectiveness of role-playing and participation in group discussion.

- — Audience alert and responsive
- — Little group discussion, may be due to presence of special education director
- — Content presented clearly
- — Need smoother delivery of written materials
- — Parents enjoyed informal question and answer period
- — Material over their heads
- — Too much information for one evening

2) What would you do differently in the next workshop and what would you consider repeating?

- — Remind participants to complete and return evaluation forms after training — stress importance of filling out evaluations.
- — For Spanish-speaking parents-have overhead transparencies in Spanish to coincide with verbal presentation.
- — Collect more pre-workshop data on participant's areas of concern.
- — Should have used blackboard or flip charts.
- — Need to break into smaller groups for discussion.

— Role-play of case conference helpful.
— Use of flip charts for parent-teacher communication workshop effective.
— Training went smoothly — some content and group activities re-scheduled.
— Good inter-agency coordination for training in Spanish.

3) Describe follow-up activities needed.

— Another more in-depth training needed.
— Additional information sent about RPR workshops.
— Schedule another training for minority parents and parents of children in parochial schools.
— Assist parent in developing son's IEP.

CONCLUSION

Generally trainings at the building level and community agencies were attended by more parents than trainings held in our office. The number in attendance could be attributed to a variety of things: commonality of specific concerns, familiarity with surroundings, the amount and type of publicity, etc.

From the participants' evaluation reports the goals of the workshops were attained, and the training overall was rated from above average to excellent. Many parents expressed that the materials and strategies would prove helpful in relation to their own concerns. However, some parents requested additional assistance by staff or an RPR in resolving long-term issues such as Rule S-5 placement or a due process hearing.

The staff evaluations indicated the need to use evaluation forms at each training and to explain to participants the importance of completing the form. In addition, the staff needs to increase efforts to specifically tailor training content to the needs of the participants. Staff evaluations also indicated that visual aids and group activities need to be utilized more frequently.

Section 5

TRAININGS IN OTHER AREAS OF THE STATE

PURPOSE

The IPTP staff has responded to all requests for trainings in rural and urban areas outside of St. Joseph County. Trainings are conducted in locations where individual parents have indicated a need or results of parent surveys have demonstrated the need for additional parent education and awareness. Trainings are also conducted to recruit potential regional parent representatives (RPRs).

CONTENT AND MATERIALS

Again, the content of the training included information on federal and state laws, the special education process and more specific information on parent groups, advocacy techniques, etc. The workshops were usually two to three hour sessions or half-day sessions. Participants received a packet of materials, including handouts on laws, and guides to participating in their child's special education program. Other materials, such as the actual federal and state regulations, sample IEPs and brochures on evaluation, and organizing parent groups were disseminated.

TRAININGS

Ten (10) trainings were conducted for 199 parents and professionals outside of St. Joseph County.

Area/Sponsor	Date	Topic	Number Attended
East Allen County Advisory Committee New Haven, Indiana	10- 1-80	Parent Advisory Board	12
ACLD Conference Indianapolis, Indiana	10-11-80	Parent/School Communication	12
Parents of Preschoolers Crown Point, Indiana	10-16-80	Special Education Process	27
Parents of public school children LaPorte, Indiana	11-13-80	Organizing a Parent Group	28
Tri-County Special Services Carmel, Indiana	1-24-81	Individual Education Program	13

Area/Sponsor	Date	Topic	Number Attended
Parents of Preschoolers Woodlawn Center Logansport, Indiana	3-10-81	Special Education Process	45
ACLD Parent Group Elkhart, Indiana	3-19-81	Individual Education Program	14
Parents from North Central Cooperative Milford, Indiana	4- 7-81	Special Education Process	8
Parents of Preschoolers Portland, Indiana	4- 8-81	Special Education Process	10
Parents from North Central Warsaw, Indiana	5-12-81	Organizing a Parent Group	30
TOTAL 10			107

EVALUATIONS

At the conclusion of each workshop the participants were asked to fill out an evaluation sheet, and the staff conducting the training completed an evaluation form. Staff evaluation comments for trainings outside of St. Joseph County are included in Section 4.

Participants' Evaluation

Evaluations were distributed at seven of ten workshops conducted. Eighty-three (83) of one hundred twenty-one (121) workshop participants completed an evaluation. In reading the responses it should be kept in mind that three different evaluation forms were used. Therefore, the number of responses on some questions is lower or not consistent with the number on others.

See the following page for summary of the evaluations.

TASK FORCE GENERAL PARENT TRAINING EVALUATION

DATE: _____ CITY: _____

1. Please mark all that apply. Are you a:

49	Parent of a handicapped child?	11	Special education teacher?
7	Regular classroom teacher?	3	School administrator?

other 13

2. How were you notified about these parent training sessions?

2	Newspaper	9	Friend
	Radio	9	Poster/flyer
	T.V.	20	Flyer sent home from school
17	Parent group	4	Phone call

Other 13

3. What prompted you to attend? **(Some marked more than one reason.)**

33 Subject or areas to be covered in training sessions.

40 My own need for specific information.

15 Assigned or requested to attend by my organization or agency.

Other **Keeping open channels of communication between home and school. Not satisfied with child's program. Learn more about laws.**

4. Below are the stated goals of the workshop. Indicate the degree to which you feel each goal was attained *in relationship to yourself, not the group as a whole.*

	Clearly Attained 5	4	3	2	Clearly Not Attained 1	TOTAL
a. To increase participant's knowledge of educational rights of handicapped children.	27	24	7	1		59
b. To make participants aware of the need to function as a team when planning for the needs of handicapped children	45	19	5			69
c To help participants feel comfortable about their role in working in behalf of handicapped children	41	22	6			69
d. To help participants feel confident in dealing with school personnel	37	20	7	4		68
2. To increase participant's knowledge of communication between parents and school.	5	1	2			7

(Please turn over)

Very Beneficial

5. Participant involvement was

5	4	3	2	1
26	18	12	1	

6. How could participant involvement be improved? _____

More meetings, smaller groups to encourage parent questions, more time allowed for meeting, promptness in starting.

7. In general how would you rate this parent training session? (Circle one)

Excellent - 16 Very good - 33 Good - 18 Fair Poor

8. If you found the training session beneficial, please list a few important things that you learned.

New laws and rights, printed literature good, enjoyed interaction, Extended development of special education advisory board, clarified LD evaluation, explanation of IEP goals, maintain communication with teachers, evaluation procedures.

9. What suggestions do you have, or what additional information would you like covered, that would improve this parent training session?

How to deal with children at home, get air-conditioned room

10. For future training sessions, which of the areas do you feel that you need more information on? (Please indicate by using first (1), second (2) and third (3), etc. in the section below: **The number (1) indicates that the majority of the people expressed a need to have more information on that topic, (2) next important, etc.**

	The Special Education Process
3	Education Process for Parents of Preschoolers
1	Practice Participating in a School Conference
4	Evaluations
	Organizing a Parent Group
	least Restrictive Environment
	Parents on Special Education Advisory Boards
2	Vocational Education
	Preparing for a Due Process Hearing
	What is a Surrogate Parent?

Would you like to receive more training to become a Parent Representative and be an advocate for handicapped children? _____ Yes _____ No

If yes, PLEASE FILL IN THE FOLLOWING INFORMATION:

Name _____

Address _____

City _____ State _____ Zip _____

Phone (Include area code) _____

CONCLUSION

On the average, both parents and professionals indicated that the workshop did increase their knowledge of educational rights. The parents' comments indicate that the workshop did offer beneficial information on the laws, IEPs, evaluations, and communication techniques.

The largest number of participants were notified about the training by flyers/posters, parent groups and friends. IPTP will utilize more publicity in newspapers and on radio in order to be more effective in reaching larger numbers of parents and professionals.

Again, evaluations are a necessary component of every workshop — more evaluations should have been received — evaluations should be completed at every workshop.

Parents noted that they need more specific information on other topics, such as special education process for parents of preschoolers, participating in a case conference, evaluations, and vocational education. As a result of this expressed need, more training related to specific topics will be scheduled for parents in the future.

More than fifteen parents who attended these workshops indicated an interest in participating in the RPR program. Of these, five were eventually selected and trained.

Section 6

RPR TRAININGS

PURPOSE

The Regional Parent Representative two-day training workshop goals were to increase parental knowledge of the special education process, rights and responsibilities, and community resources; and to build skills in understanding laws and regulations/state plans, communicating with schools, assisting parents and conducting trainings. The primary goal was to train parents to enable them to assist and educate more parents who ultimately can be more knowledgeable and participate to a greater degree in their children's programs.

The IPTP staff recruited and selected parents who have been involved in parent or advocacy groups and/or who have children in special education and understand the need for parent involvement. Potential RPRs filled out a questionnaire rating their past involvement or work done on behalf of handicapped individuals and their personal interests and experiences in this area. The level of knowledge about special education is measured for each RPR prior to the workshop. This tool is used as an evaluation device and a teaching tool.

A total of 26 RPRs were trained in year one of the project. Currently, there are 24 active RPRs; two have discontinued their involvement due to personal circumstances (illness) or conflict of interest (one former RPR is now employed by a school district).

CONTENT/SCHEDULE

The workshop included presentations by IPTP staff as well as local school and community personnel, role-playing activities, group sharing and question and answer sessions.

On the following page is a sample schedule of a two-day training.

TASK FORCE on EDUCATION
for the HANDICAPPED, Inc.

812 EAST JEFFERSON BOULEVARD
SOUTH BEND, INDIANA 46617
(219) 234-7101

SCHEDULE

REGIONAL PARENT REPRESENTATIVES WORKSHOP

Highland

February 17 and 20, 1981

Tuesday, February 17, 1981 - LAYING A FOUNDATION OF FACTS

8:30 INTRODUCTIONS
Workshop Goals for Trainers and Participants
Measure of Attitude

9:15 OVERVIEW OF THE SPECIAL EDUCATION PROCESS
Evaluatiom
Case Conference
IEP
Least Restrictive Environment

10:00 KNOW THE LAWS
Five Laws Affecting Special Education
The State and Federal Legal System
How to Read Regulations
The Civil Court on Special Education Issues

10:45 ACTIVITY: APPLYING THE LAW TO CASES
Using a Legal Index

11:30 WORKING LUNCH
Discussion of Morning's Topics

12:45 DUE PROCESS RIGHTS
Parental Rights
Complaints to the State
Due Process Hearings
Complaints to OCR and OSERS

1:45 THE STATE & LOCAL SPECIAL EDUCATION SYSTEMS
The State's Function
Typical Local Organizational Patterns
Assessing Local Special Education
State Plan LEA Application

3:00 LOCAL RESOURCE - Roy Miller (Special Services IU/NW)

3:30 CONCLUSION
Homework: Review Training Unit
Select and Prepare 3 Minute Presentation based on "Special Education Process" and "Due Process"

SCHEDULE
RPR Workshop
Highland

Friday, February 20, 1981 - DEVELOPING TRAINING AND RESOURCE SKILLS

8:30 BECOMING A RESOURCE FOR INFORMATION

9:00 BECOMING A RESOURCE FOR PARENT TRAINING
Review of Training Units
Techniques for Training

9:15 ACTIVITY: REHEARSING PLANNING AND TRAINING SKILLS

11:00 YOUR LOCAL SPECIAL EDUCATION DISTRICT —
Michael Livovich, West Lake County Special Education Cooperative
Richard Surber, Northwest Indiana Special Education Cooperative
Forms and Procedures

11:45 WORKING LUNCH
Discussion of Training Role

1:00 BECOMING A REPRESENTATIVE OF OTHER PARENTS
Interviewing Parents
Preparing Strategies
Communicating at Meetings

1:45 ACTIVITY: ROLEPLAY
Representing a Parent at a Case Conference

3:15 CONCLUDING COMMENTS
Goal Setting
Task Force Expectations
Workshop Evaluations

3:30 CONCLUSION

MATERIALS

Through the use of handbooks, training units and copies of federal and state regulations, the IPTP and Task Force staff attempted to expand parents' knowledge and skills for working effectively with school personnel. Revisions and refinement in content, materials and methodology took place on an on-going basis.

RPR Handbook

During the two-day workshops RPRs were given a 270-page handbook developed by IPTP staff which was used as a training guide and visual aid. The handbook contains six major topic areas;

- —— special education process
- —— due process and complaint procedures
- —— systems (organization of special education districts and cooperatives)
- —— parent training methods
- —— becoming a representative of other parents

The handouts, checklists, legal indexes, etc. can be reproduced by RPRs and used in their workshops.

Resource Folder

A resource folder includes a collection of materials, such as:

- —— P.L. 94-142 Rules and Regulations
- —— Indiana's Rule S-1
- —— Section 504 Rules and Regulations
- —— Indiana's State Plan
- —— Section 504 Booklets (used as a parent guide)
- —— School Records Booklet
- —— A Parents' Guide to the IEP (Gallaudet College)
- —— A Guide for Parents and Advocates for Special Education (Children's Defense Fund)

Training Units

A large packet, containing nine separate training units was given to each RPR. Each training unit included lecture material, handouts and suggested small group activities. The materials were developed for parents/trainers to educate other

interested parents and advocates about educational rights.

Parents Educating Parents (Training Packet)

- The Special Education Process
- Least Restrictive Environment
- Educational Process for Parents of Preschoolers
- Practice Participating in a School Conference
- Educational Evaluation
- Using Parents on Special Education Advisory Boards
- Preparing for a Due Process Hearing
- Organizing a Parent Support Group
- What is a Surrogate Parent?

At the end of each RPR training the materials and schedule were revised based on staff and RPR evaluations.

RPR TRAININGS

Site/Area Covered	Date	RPRs	Others Attending
Anderson 3 corporations	September 8- 9, 1980	4	3
Fort Wayne 15 corporations	October 1- 2, 1980	4	2
Muncie 7 corporations	October 27-28, 1980	4	2
South Bend	January 15-16, 1981	5	3
Highland 12 corporations	February 17&20, 1981	4	7
Logansport/Warsaw 16 corporations	May 28-29, 1981	3	1
Noblesville/Carmel 7 corporations	June 11-12, 1981	2	2
TOTAL: Sites 7 Corporations 73		RPRs 26	Others 22

Others attending included special education directors, community resource people, coordinators of psychological services. In addition others also include parents and professionals who will assist RPRs in their working with parents in their region.

EVALUATIONS

Three different evaluation were used for the two-day RPR training. Below is a summary of responses from each evaluation form.

INTERIM WORKSHOP EVALUATION

1) Is there anything that was unclear in today's presentation? If so, what?

- material presented in "rapid-fire" succession
- very good - presented very well
- initiating case conference
- unclear because of amount of material
- very informative
- no

2) From what part of today's workshop did you benefit the most?

- discussion of due process and exercise with laws
- practice in using the law
- all of it
- rights and school's obligations
- reading regulations helpful
- IEP and evaluation
- due process

3) From what part of today's workshop did you benefit the least?

- information from local district
- everything beneficial
- inundation of paper
- due process
- IEPs

4) Is there anything our staff could do to be more helpful? If so, what?

- Explain table of contents and layout prior to training
- continue to maintain contact
- no — interesting and helpful
- more time to get depth
- would like cases of due process

5) Do you have any suggestions for improvement in the workshop's arrangement?

- save questions of RPRs to end of period
- informal discussion helpful
- no
- have more written materials received ahead of time
- more time spent on problem-solving
- more coffee
- initial explanation of packets

R P R WORKSHOP EVALUATION

DAY 1	SESSION	RATING			COMMENTS
		Very useful	Fairly useful	Not useful	
Morning	Introduction	16	8		attitude survey showing knowledge is limited to LD - not all special education useful - depends on size of group could have been more useful if more time was given to go into detail enjoyed this part - learning about jobs, families, etc. gave everyone a chance to know each other learn more of the Task Force benefited from whole day of workshop
	Overview of the Special Education Process	20	5		knew most of material - good to go over a lot was above me - needed to study up on this presentation good - new material somewhat confusing take imaginary child through the process for clarification
	Know the Laws	21	4		should be more detailed need more in-depth coverage good review felt lost in this good overview, excellent approach
	Activity: Applying the Law to Cases	21	3		confusing — should have gone over answers on first case more time should be allowed — pace too fast very useful but would like more more time needed hard for me — need to spend time on this you can learn by doing
Afternoon	Due Process, Rights	23	3		very well presented too much to absorb
	The State and Local Special Systems	17	9		would like more information in this area Excellently done
	Local Resources	15	9	1	chance for personal contact (not informative) great to have someone we can call for up-to-date referral information could be deleted if group is aware of community resources terrific lots of new ideas and suggestions very good

R P R WORKSHOP EVALUATION

DAY 2	SESSION	RATING			COMMENTS
		Very useful	Fairly useful	Not useful	
Morning	Becoming a Resource for Information	18	5		well prepared, useful workshop confidence improved on learning differen laws, rules, and expectations more time needed and at slower pace.
	Becoming a Resource for Parent Training	20	2		need more time for preparation for training activity
	Activity: Rehearsing Planning and Training Skills	19	6		more time should be devoted to developi presentation and use of special educa process outline I needed to be versed in this area befo I started training
	Your Local Special Education District	13	4	4	Heard of Janus and never knew what thei function was very informative and helpful not enough papers - have to do this mys not needed - everyone is acquainted wit administrators
Afternoon	Becoming a Represent-ative of Other Parents	23	2		loads of information
	Activity: Roleplay	20	6		very good practice really enjoyed it very good enjoyed this and feel better helping so one in my special education area gave chance to see what we might be up against
	Conclusion	15	2		felt more at ease today and absorbed mor 3 terrific and kowledgeable gals materials seemed like a lot but well covered

P R
ost-Test

Name _____

SELF-EVALUATION: GROWTH IN KNOWLEDGE AND SKILLS

Twenty-six RPRs completed this evaluation form. The units of growth, marked by dots on each continuum below represent the average unit of growth.

The numbers in the boxes to the left of the line indicate the number of RPRs who felt that that particular presentation needed improvement.

A lot of what you have learned probably hasn't "settled" yet. Nevertheless, please take the time to evaluate

1) The extent to which you feel you have grown in your knowledge.

2) The extent to which you think your skills in parent-to-parent assistance will have been enhanced.

DIRECTIONS: Mark two X's on each continuum below, one to indicate your knowledge (or skill) before the workshop, and the second to indicate your knowledge (or skill) after the workshop.

Check the box to the left of each item if you feel the presentation of this information needed improvement.

KNOWLEDGE

1. To what extent has your understanding about the following elements of special education been increased?

		UNITS OF GROWTH
☐	ROLE OF EVALUATION IN THE SPECIAL EDUCATION PROCESS Very Little 1 2 3 4 5 6 7 8 9 10 Very Much	2.9
☐	PURPOSE OF A CASE CONFERENCE Very Little 1 2 3 4 5 6 7 8 9 10 Very Much	2.5
3	ELEMENTS OF A GOOD IEP Very Little 1 2 3 4 5 6 7 8 9 10 Very Much	2.6
2	WHAT CONSTITUTES LEAST RESTRICTIVE ENVIRONMENT Very Little 1 2 3 4 5 6 7 8 9 10 Very Much	2.6

UNITS OF GROWTH

[2] DUE PROCESS HEARING STEPS

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much — 3.6

[ ] PARENTAL RIGHTS

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much — 2.8

2. To what extent has your understanding about educational law been increased?

[1] EDUCATION FOR ALL HANDICAPPED CHILDREN ACT (PL 94-142)

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much — 2.7

[1] SECTION 504

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much — 2.7

[ ] FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much — 3.2

[ ] RULE S-1

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much — 1.8

[4] VOCATIONAL EDUCATION ACT AMENDMENTS

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much — 5.8

3. To what extent has your knowledge about resources for parents of handicapped children been increased?

[ ] LOCAL PUBLIC SPECIAL EDUCATION

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much — 2.2

[ ] STATE AND LOCAL AGENCIES, ETC.

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much — 2.9

SKILLS

1. Have you increased your skill in using the law?

UNITS OF GROWTH

[1] READING REGULATIONS

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 4.1

[1] INTERPRETING REGULATIONS

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 4.0

[2] APPLYING THE LAW TO INDIVIDUAL CASES

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 4.4

2. Will you have increased your skills in formally raising issues with local, state, and federal agencies?

[1] STATE AND FEDERAL COMPLAINTS

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 3.9

[1] COMMENTING ON WRITTEN PLANS

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 3.3

[3] ASSESSING LOCAL SPECIAL EDUCATION PROGRAMS

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 3.3

3. Will you have increased your skill in sharing information and making referrals?

[ ] CLARIFYING REQUESTS FOR INFORMATION OR REFERRAL

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 3.2

UNITS OF GROWTH

☐ LOCATING INFORMATION SOURCES

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 3.0

4. Will you have increased your skill in becoming a trainer of other parents?

☐ ORGANIZING TRAININGS

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 3.5

☐ DEVELOPING TRAINING CONTENT

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 4.0

☐ MAKING PRESENTATIONS

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 3.4

5. Will you have increased your skill in working on a one-to-one basis with other parents?

☐ ESTABLISHING RAPPORT WITH OTHER PARENTS

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 3.1

☐ CLARIFYING THEIR NEEDS

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 3.5

☐ ASSISTANCE WITH PROBLEM-SOLVING

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 3.6

☐ REPRESENTING THEM WITH THE APPROPRIATE AMOUNT OF INVOLVEMENT

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 3.7

6. Will you have increased your ability to communicate effectively at school meetings?

UNITS OF GROWTH

☐ PREPARE YOURSELF FACTUALLY

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 3.4

☐ PREPARE YOURSELF (AND PARENT) PSYCHOLOGICALLY

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 3.5

[1] DEAL WITH COMMUNICATION BLOCKS

Very Little 1 2 3 4 5 6 7 8 9 10 Very Much 3.0

To measure the impact of training on attitudes about handicapped individuals and special education a "Measure of Attitudes" tool was completed before the training and again six months later. The responses are not included because not all participants have completed the "Measure of Attitudes."

STAFF EVALUATIONS

IPTP and Task Force staff also assessed their training content and methodology. Listed below is a sample of staff evaluation comments.

1) Record personal observations of workshop session. Include comments on general response to media presentation, effectiveness of role-playing and participation in group discussion.

   — Pace too fast
   — Increase role-play and training section
   — Group attentive and responded well to their roles
   — Overloaded with content - hard for RPRs to digest
   — Due process unit - not enough time
   — Asked good questions
   — Role-play effective

2) What would you do differently in the next workshop and what would you consider repeating?

   — Lighter first day - make less overwhelming
   — Explain expectations - goals of RPRs and specific activities
   — Leave more time for questions
   — Use more audio visual when possible
   — Use more problem-solving techniques
   — Include House Bill 689 and IEP Policy Paper in folder
   — Screen only highly experienced parents

3) Describe the follow-up activities

   — Thank-yous, certificates
   — Additional information sent to parents
   — Contact RPRs with dates of future training sessions so they can participate
   — Will contact RPR if parent case comes in

After each RPR training, participants involved received 20 "Parent-Citizen Handbooks" (a booklet developed by the Indiana Department of Public Instruction/Division of Special Education) to give to parents they assist. Additional copies may be requested by them from the State Department of Public Instruction. RPRs requested additional materials from the IPTP office which they could disseminate to parents in their community.

The following is a sample of additional information sent to RPRs immediately following their two-day training:

- Information on their cooperative's allocation of 94-142 monies
- Surrogate Parent Manuals (developed by the Indiana Surrogate Parent Program, another project of the Task Force)
- News releases to be distributed to community agencies and local news papers
- Copy of FOCUS: On Special Education Legal Practices
- List of members of Commission on General Education

CONCLUSION

Based on RPR and staff input major revisions will be made in the recruitment process, content, structured group activities, style of presenting information, clarification of IPTP's and RPR's roles and evaluation forms.

When possible, the staff will recruit from a larger group of people, so as to select those parents who are willing to invest time and commitment to the project activities. A more detailed application form will be used to obtain a more accurate profile of the potential RPR's skills, knowledge and interests.

With this additional information, the content of the training will be more individualized to the RPR's needs and interests. For example, if a parent is very knowledgeable of the state and federal regulations, more emphasis will be placed on methods of negotiation, litigation, and training other parents of handicapped students.

More time will be alloted for structured problem-solving activities, in order for RPRs to increase in negotiation and communication skills.

Based on comments that the presentation of materials was confusing, the staff will attempt to streamline the amount of paperwork (intake sheets, handouts, evaluations), reorganize the RPR handbook and condense the number of training units.

Section 7

RPR ACTIVITIES

PUBLIC AWARENESS

After the two-day workshop the RPR's first responsibility, with assistance from IPTP staff, is to inform parents, community agencies, and school personnel of their assistance and training efforts for parents of handicapped children. RPRs are given prepared news releases about their participation in the program and Task Force brochures to distribute.

Regional Parent Representatives are strongly encouraged to make contacts with other parents through their neighborhood schools, parent groups, churches, etc. Through communication with special education administrators or local parent advisory boards, RPRs attempt to work more cooperatively with the school personnel to assure parent involvement and quality special education services.

COMMUNICATION/ASSISTANCE FOR RPRS

After the training, RPRs and IPTP staff communicate regularly by phone contacts and bi-monthly written reports.

On the phone, technical assistance and recommendations are given in assisting and representing parents at case conferences, conducting trainings, etc. Phone calls made to RPRs and received from RPRs are logged on a contact sheet. A total of 90 calls were made between September 10, 1980 and May 31, 1981.

The following is a list of activities, concerns, and problems reported by RPRs and IPTP staff suggestions made by phone. The RPR comments (marked by a dot) are followed by the IPTP staff responses (in italics).

- Concerned about planning and training.

  Encouraged RPRs to review training unit format and handouts.

- Reported they met with the superintendent to discuss concerns before the program review (monitoring conducted by SEA). Concerns (timelines for case conferences, decision-making, LD programs) were voiced at the program review.

  Told them to obtain program review report - were questions and concerns addressed in report?

- RPR reported that she spoke with a group of parents of preschoolers about finding alternative programs similar to a developmental kindergarten. This meeting lead to the parents meeting with a school administrator, an RPR and a Task Force staff person to discuss appropriate alternative programs.

  Have school explain why kindergarten is closing. Explained what steps parents can take to obtain an appropriate program elsewhere - have parents request another case conference.

- RPRs reported by phone that an award was given to them for service to handicapped individuals.

- Notified IPTP staff about organizing activities for IYPD "Disability Awareness Week" exhibit in Muncie.

- Reported that they attended inservice at Ball State for educators and parents of hearing-impaired children.

- Voiced concern that IEPs were pre-written

  Give parents written materials on participating in case conference and developing IEPs. Have parent attend a training.

- Reported that a summer program was needed for an austic student - what can parents do to obtain services?

  Explained Armstrong vs Kline case points, Indiana's age requirements and "appropriate" extended programs.

- Advisory board not effective - what can be done?

  Review and clarify goals, composition, leadership, working relationship with school administration.

- Participated in training for respite careworkers - attended case conference with parent whose child was in an accident and in need of related services.

On the following page is a partial copy of a contact log for one RPR site.

RPR
Follow-up

LOG OF CONTACTS

SITE: Highland

DATE	COMMENTS
3/23/81	Spoke w/ Virginia M. - Asked her if she wanted a press release concerning the RPR workshop. She said that one of the RPR already sent a press release to the Hammond Times explaining their participation in RPR & 504 & Network workshops.
	- I will sent Virginia ETES address for application for a grant-writing workshop they are having.
3/9/81	M.A. J called - Needed to know the classification & cut-offs for IQ levels. Working w/ parents whose son has 77 IQ & school would like him in a TMR class. She's aware that IQ can't be the deciding factor
3/11/81	Bev K called needs more registration forms for DSC. workshop sponsored by Cooperatively Service Training Institute in Indpl.
3/26/81	Called Bev. A parent called requesting help w/ a due process -
3/25/81	She called (Bev) Nora H (Mrs.) - parent is a Legal Aide Attorney who is also helping this parents. Referred to Bev K. by Director of NWISAC, I.A. Indiana Society for Autistic Children). Parent wants her 14 yr. old child to remain in present program - during fall. School said not possible because a 7 yr. old child will be in that program & that will be too lg an age difference. But that 7 yr. old is not definitely placed in that program yet.
	- RPR's have put 1 pg. leaflets in doctors office about their KPR services How Many?
	- Also are now having flyers printed on RPR's activities Rosemarie's art class is doing it.
	- They spent their money on Copying, COVOH membership & printing pamphlets

BI-MONTHLY REPORTS

From September 10, 1981 to June 1, 1981, 43 bi-monthly reports were received from 20 RPRs. One RPR site lists all their activities on one report, as they meet monthly to discuss activities.

Number of Individuals	Service Rendered	No. of Pieces of Written Materials Disseminated
	Brochures (LASH)	2,000
262	Information, by Phone	X
72	Information, Written	44
153	Met with Parents	X
35	Made Phone Call for Parent	X
38	Assisted in Letter-Writing	X
32	Attended Meeting with Parent	X
22	Referred Elsewhere	X
33	Presentation, Talk	45
320	Public Information (outreach)	
967	TOTAL	2,089

Trainings Conducted by RPRs

Training	RPR Sites	Number Attending
Breaking the Barriers and Know Your Rights for parent group and PTA	Highland	24
*Special Education Process	Muncie	11
*Special Education Process	South Bend/Mishawaka	4
*Special Education Process ARC parents of preschoolers	South Bend	31
*Special Education Process	Anderson	6
TOTAL		76

*A staff person was present at these trainings. For some trainings, staff assisted the RPRs in initiating and organizing the training.

Public Outreach activities include exhibits, "Kids on the Block " Puppets, etc.

Presentations were informed talks or discussions on the following topics: report on Section 504 consumer training, general information about handicapping conditions, and special education. The presentations were made to parent advisory boards, service clubs, university students, and parent-teacher organizations.

Trainings were more formal workshops to present information and materials to increase parental knowledge and understanding of special education.

EVALUATIONS OF RPR CONDUCTED WORKSHOPS

Three evaluation strategies are used to assess an RPR-conducted workshop. When RPRs are following the special education training unit format, they used the corresponding participant training evaluation. RPR can evaluate the organization and content of the training. The training is also evaluated by IPTP staff, in cases where they attended the training.

Eight participants at one RPR-conducted training completed the same general training session evaluation form as used by IPTP trainers. Overall, the participants rated the organization of the workshop and the coverage of materials from excellent to very good. The participant involvement was rated from very beneficial to beneficial.

On the following page are responses of six RPRs from two separate sites:

EVALUATION SHEET FOR RPR

RPR: Sites: Muncie and South Bend DATE: 3-18-81 & 4-24-81

WORKSHOP TITLE: SPECIAL EDUCATION PROCESS

PLACE: _____ NUMBER PRESENT: RPR 2 Parents 3

RPR 4 Parents 1

Below are statements and questions relating to the training session. Please complete them as accurately as possible.

1) RAPPORT WITH PARTICIPANTS — To what degree did you have good eye contact, relaxed posture, etc.? Audience seemed comfortable. Related personal story. Good, good eye contact, almost everyone seemed interested. Maybe overwhelmed.

To what degree did you elicit participant involvement? How could it be improved? Use of overhead transparencies, group activities, etc.?

Participation good. Not enough time for group activities. Use of flipcharts and illustrations of case conference seemed to elicit parents' responses.

2) ORGANIZATION OF THE WORKSHOP — Was the organization of the presentation clear? How could it be improved?

A written agenda might have been helpful. Room arrangements made informal discussion difficult.

Smaller groups probably would have elicited more responses.

Was the purpose and topic of the workshop clearly explained? How? Why? Or why not?

Purpose clearly explained.

How well were the segments of the presentation coordinated?

Need to have less segments. More rehearsal. Notebook of materials was very helpful. Segments fit well.

3) CLARITY OF THE INFORMATION PRESENTED — Was the information on the laws and parts of the special education process (evaluation, case conference, IEP) presented in a concise manner? How could it be improved.

More preparation to improve it. Yes. Concise, yes, improved by having smaller groups interested in getting facts.

Were the rights and responsibilities of the parents emphasized? Was the role of the parent of a handicapped child in special education explained?

Yes. Emphasized cooperation and mutual trust and responsibilities.

4) WHAT FOLLOW-UP ACTIVITIES ARE NEEDED? Examples: attending case conference with a parent, send information, refer parent to another agency or person.

Counsel parents on further preparation for public schools
Referred parents to specific regulations
Offered to assist parents, my name given
Will talk to parent whose child needs evaluation
Problems addressed and solutions and recommendations provided

---

COMMENTS, OTHER SUGGESTIONS:

I would continue the parent-to-parent personal approach again and continue to get them to open up.

IPTP evaluation of RPR-conducted trainings

MUNCIE RPR IEP TRAINING

RPRs:

PLACE: College Avenue Church, Muncie, Indiana

DATE: 3/18/81

EVALUATION OF TRAINING

1) RAPPORT WITH PARTICIPANTS (Eye contact, relaxed posture, ability to elicit questions from participants)

— It appeared that all of you were relaxed and confidently presented the material. Eye contact, posture, and rapport with participants was very good. Most of the material was not read, but presented in a clear, concise way.

— You appeared sensitive to the parents' concerns and therefore the parents asked questions and commented frequently.

— According to the evaluation forms, participant involvement was beneficial.

2) ORGANIZATION OF THE WORKSHOP PRESENTATION

— Again, an informal introduction of yourselves and the parents, helped to ease tension.

— A sign-in sheet was helpful for later contacting parents, and the packets with handouts were necessary for parents first becoming familiar with special education.

— It was beneficial that each RPR had an opportunity to present a section of the information, either covering laws, evaluation, case conference, etc. With a small group it appeared effective that other RPRs could make comments, add suggestions, etc. From the evaluation form reports, all the participants found the organization of the workshop to be very good.

MBER PRESENT: 8 parents
2 Task Force staff
1 Special Education Director

SUGGESTIONS

Try to avoid apologizing that the meeting was your first RPR training.

As involved parents of handicapped children you have already established your credibility and competence.

During the introductions it is necessary for your group as RPRs to explain who you are, what you can do to assist parents (share information, attend case conferences, support parents, conduct trainings) and how you can be reached, and to put this information in writing.

After everyone has been introduced, it is helpful to explain what materials or handouts are in packet.

Before each trainer presents a section it is helpful to specifically outline what information will be covered i.e. "Now Nancy will explain what a case conference is, who is involved and how to prepare for a case conference."

EVALUATION OF TRAINING

3) CLARITY OF CONTENT (Knowledge of Laws, Special Education, etc.)

— The presence of Sp. Ed. Dir. was certainly important for parents to know whom to refer questions and concerns.

— The use of the story about the insurance claim and the local Case Conference and IEP forms would also help familiarize parents with the school forms and procedures.

— The information on the laws, evaluation, case conference was presented clearly. The participant's evaluation forms showed that the following goals were clearly attained:

Participant's knowledge of educational rights of handicapped children increased.

Participants awareness of the need to function as a team when planning for the needs of handicapped children increased.

Participants felt more confortable about their role in working for their children and dealing with school personnel.

— All of you answered questions very clearly and suggested possible solutions for parents.

— The participants' evaluation forms showed that the most useful topics were the following: "Everything," Case conference, IEP, and laws.

SUGGESTIONS

It would have been helpful to actually refer to the fact sheets on the laws and stress that parents can obtain the actual regulations from the Department of Public Instruction, Indianapolis.

Also needed to emphasize that parent involvement at the case conference, in developing the IEP, and in complaint and due process procedures all have a legal basis.

For parents with children just entering public school it is necessary to define many activities such as case conference and IEP. The content of the IEP (goals and objectives, related services) also need to be explained more specifically and how a parent can have input in developing the IEP.

IPTP Evaluation of RPR-conducted trainings

SOUTH BEND RPR PRE-SCHOOL TRAINING

RPRs:

PLACE: Logan Center, South Bend, Indiana

DATE: 4/23/81

EVALUATION OF TRAINING

1) RAPPORT WITH PARTICIPANTS (eye contact, relaxed posture, ability to elicit questions from participants)

—— It appeared that you were relaxed and felt confident presenting the materials. Standing up during the presentation gave the idea you felt knowledgeable of your materials.

—— You appeared sensitive to the parents' needs and concerns and therefore the parents asked questions and commented frequently.

—— You also would ask questions of the parents to help them feel involved.

---

2) ORGANIZATION OF THE WORKSHOP PRESENTATION

—— Using flipchart and blackboard was helpful in presenting new materials.

—— Using the pre- and post- test was beneficial for parents. The parents were aware of what area in which they were or weren't knowledgeable.

—— Stating the topics to be covered before you presented the materials was helpful.

—— You presented a good explanation of workshop purpose and goal.

NUMBER PRESENT: 28 parents
1 Headstart teacher
2 Task Force staff

SUGGESTIONS

___ It may have been helpful during the introduction to have parents tell of their child's disability so that trainers can address them accordingly.

___ Review all materials in packet to familiarize parents with information, so when it is talked about they can pull it out of the packet. Also, include Task Force Brochure, and paper listing RPR names and how they might be reached.

___ Explain more clearly who you were and that you are willing to help them in any way. (attending case conferences, et cetera...)

___ Also a sign up sheet could help you at a later date to contact parents needing more assistance.

EVALUATION OF TRAINING

3) CLARITY OF CONTENT (Knowledge of Laws, Special Education, et cetera)

— Your sensitivity to the needs of the severely handicapped child was very good. (So many times the more severe child is overlooked.)

___ Throughout presentation you stressed how parents were key members of the team. You also enforced the need for parents to feel as though they are als decision makers.

— The information was presented very clearly.

— All questions were answered clearly and you suggested possible solutions for parents.

— Evaluation section was very thorough. Good suggestions on speaking to psychometrists were given and parental input stressed.

SUGGESTIONS

It would have been helpful to actually refer to the fact sheets on the laws and stress that parents can obtain the actual regulations from the Department of of Public Instruction in Indianapolis.

Annual Case Conferences could have been explained in a little more detail.

Relate to S-1 and P.L. 94-142 and how they are connected to services a child should get.

CONCLUSION

News releases about the RPRs participating in the workshop are not regularly sent to designated newspapers, community agencies and parent groups. As a result, IPTP staff has emphasized the importance of RPRs disseminating news releases and brochures.

RPRs have indicated that they need specific suggestions or strategies outlining how to make contacts with schools and agencies. In the future, IPTP staff will give RPRs more specific suggestions for parent outreach. The staff will also discuss how RPRs can become more comfortable and confident in their role as trainers. Staff has and will continue to encourage parent representatives to speak informally, with their own, unique approach, to small groups of parents, then begin to train larger groups.

The RPR-conducted trainings attended by IPTP staff were, overall, very well organized and presented with a factual, but personal parent-to-parent approach.

The forms of communication between RPRs and staff were evaluated separately at a following training. See Section 8.

Section 8

FOLLOW-UP TRAININGS FOR RPRs

PURPOSE

The purpose of a follow-up training was to provide on-going assistance, report and discuss past activities, explain IPTP procedures and plan future activities with RPRs.

CONTENT

The content of the follow-up has been slightly modified after each RPR training, and additional materials were given to RPRs at follow-up trainings scheduled later in the year.

Basically, the following topics were discussed:

- Purpose and goal of follow-up training
- RPR and IPTP responsibilities in the program
- Report of RPR activities, suggestions for increasing parent and school contact
- Discussion of issues specific to each area and development of strategies for action
- Strategies for parent assistance
- Ideas for organizing future RPR-conducted trainings
- Evaluation and feedback

TASK FORCE on EDUCATION
for the HANDICAPPED, Inc.
812 EAST JEFFERSON BOULEVARD
SOUTH BEND, INDIANA 46617
(219) 234-7101

SCHEDULE

REGIONAL PARENT REPRESENTATIVE FOLLOW-UP WORKSHOP

HIGHLAND AREA - June 23, 1981

6:00 PM - INTRODUCTION
Workshop Purpose and Goals of Workshop
Training or Advocacy Activities
Follow-up Activities
Roles and Responsibilities of RPRs and Staff Responsibilities
Group Discussion

7:00 PM - DISCUSSION OF CONCERNS AND SPECIAL EDUCATION ISSUES IN YOUR COMMUNITY
Funding Issues
Special Education Issues
Parent Outreach
Group Problem-Solving Activity that You May Have

9:00 PM - SUGGESTIONS AND EVALUATION FOR FOLLOW-UP AND RPR TRAINING

COPY OF A SCHEDULE FOR A FOLLOW-UP TRAINING

MATERIALS

The following materials are received by RPRs at the follow-up training:

- Handouts to use in parent assistance, sample transparencies (relating to the laws, IEP, case conference, communication, due process)
- List of newsletters, other agencies, training programs from which they could receive free publications or materials to build up a resource library.
- Policy clarifications on related services, catherization, due process procedures, extended programs
- Upcoming conferences and workshops sponsored by other agencies that they might like to attend
- Handouts on "making statements" at meetings
- Actual copy of P.L. 94-142
- Summary of litigation for P.L. 94-142 and Section 504

TRAININGS

A four-hour follow-up training was held for five of seven RPR sites prior to May 31, 1981. For two RPR sites, Logansport and Carmel, a follow-up was not scheduled until early September because their initial trainings were held in late May and early June, respectively. Parent representatives from Anderson were not able to attend the follow-up; however, materials and information were shared by mail and phone.

Site	Date	RPRs	Others Attending
Anderson - Muncie	5- 6-81	2	1
South Bend/JESSE	6- 9-81	3	
Fort Wayne	6-16-81	3	
Highland	6-23-81	4	
TOTAL		13	1

PARTICIPANTS' EVALUATIONS

The RPRs attending a follow-up workshop received two evaluation forms — an evaluation of the follow-up and an evaluation of the quality of IPTP staff assistance since the first RPR training. Of twelve RPRs attending the workshop, ten completed an evaluation of the workshop. Five RPRs were not able to participate and five have not yet attended a follow-up.

The following is the summary of evaluation responses for the folow-up workshop.

INDIANA PARENT TRAINING PROGRAM

EVALUATION OF FOLLOW-UP WORKSHOP AND ACTIVITIES

DATE _____ RPR AREA _____

Below are stated goals of the workshop. Indicate the degree to which you feel each goal was attained in relationship to yourself, not the group as a whole.

	Clearly Attained 5	4	3	2	Not attained 1
1. To clarify your responsibilities as an RPR to parents in your community.	8	2			
2. To clarify our responsibilities in assisting and training RPR's.	8	1	1		
3. To understand the follow-up activities(bi-monthly reports, referrals, evaluations, etc.)	9		1		
4. To clarify and discuss special education issues (integration, funding & block grant proposals).	3	3	3	1	
5. To share your RPR activities and concerns with other RPR's.	7	3			

6. Participant involvement was very beneficial 9 not beneficial

7. How could participant involvement be improved? longer session, thought it was well organized - no improvement needed. Please include case precendents

8. In general how well was this follow-up training organized?
Excellent - 7 Very good - 1 Good - 2 Fair Poor

9. What additional information would you like covered, that would improve this follow-up training? More parent contacts. Communicating with legislators.

10. For the follow-up training in the fall, which of the areas do you feel you need more information on? (Please indicate by using first(1), second (2) and three (3), etc. in the section below.

4 Working with special education personnel
3 Techniques for reaching parents (for training programs)
2 Advocating for handicapped children
1 Communication and assertiveness techniques
3 Funding and legislative proposals
_____ Other _____

The number (1) indicates that the majority of the people expressed a need to have more information on that topic, (2) next important, etc.

EVALUATION continued

The following section pertains to the quality and quantity of assistance the IPTP staff has provided since the first RPR training.

1. To what extent have phone calls, letters and bi-monthly reports been an effective form of communication?

5	4	3	2	1
very useful				not useful
6	8		2	

2. To what extent do you feel comfortable in calling our office to report activities, ask questions, etc.?

5	4	3	2	1
very much				not much
11		1	2	1

3. Circle the form of communication which is most effective for you.

Phone	Letters	Bi-monthly reports	Other meetings
12	4	2	2

4. To what extent has the IPTP staff been helpful in facilitating communication between you and your special education professionals?

5	4	3	2	1
very helpful				not helpful
5	2	7	1	

5. What could we do to increase your level of competence in communicating with the school officials? Letters to officials to let them know we (RPRs) can help. More training. Notification of RPR training to directors, superintendents, newspapers. Don't feel there is a problem. Really don't know. Keep update on legislative changes. Experience and observing others.

6. To what extent has our assistance in problem-solving increased your level of confidence in meeting the needs of parents?

5	4	3	2	1
very useful				not useful
4	9	3		

7. To what extent has the staff helped increase your level of confidence in conducting trainings for parents in your area:

5	4	3	2	1
very helpful				not helpful
8	6	3		

8. How could we increase your confidence and competence in training skills? Updating information regarding changes in funding and laws, more training, share due process hearings, linking of other parent organizations in Indiana. Handouts very useful. More experience and information. I need practice. Doing workshops. Do it myself. No difficulty.

9. To what extent have we provided materials which may be useful to you and parents you assist?

5	4	3	2	1
very useful				not useful
11	4		2	

10. What materials do we need to provide to assist you in RPR activities? For example: handouts, newsletters, etc. Transparencies, updating funding helpful. Current materials good. Can't think of anything more I should use.

11. In general, to what extent has the IPTP staff assisted in increasing your competence and confidence in sharing information with, assisting and training other parents with children in special education?

5	4	3	2	1
very helpful				not helpful
8	4	4		

SUGGESTIONS _____

STAFF EVALUATIONS

The IPTP staff conducted a personal evaluation for the follow-up training. Evaluations for three of the four trainings were completed.

The following are staff evaluation responses:

1) Record personal observations of workshop session. Include comments on general response to media presentation, effectiveness of role-playing and participation in group discussion.

   — RPRs were very enthusiastic
   — Difficult for us to keep control of workshop
   — Appeared very interested
   — They had good questions
   — Responsive to presentation

   Time allotted (3½ - 4 hours) was sufficient for small group. No overheads used — did not need for discussion-type workshop.

2) What would you do differently in next workshop, and what would you consider repeating?

   — Have written handouts on training
   — Have RPRs list major activities they have conducted and what issues are important
   — Find out in advance what specific information and materials they need, so staff could bring materials to the follow-up
   — Discussion format effective

3) Describe the follow-up activities.

   Send updated information on the following:

   — Federal legislative and funding proposals
   — Litigation on P.L. 94-142 and Section 504
   — Vocational education and rehabilitation
   — Role of hearing officer
   — Allocation of P.L. 94-142 monies for their special education cooperative

CONCLUSION

In general, the follow-up training was a productive meeting to discuss, first-hand, RPR activities, local issues and federal special education policies. It was an especially beneficial meeting for RPRs who live in rural areas to share ideas about parent outreach.

The RPRs were asked to list what they perceived to be their and staff's roles and responsibilities in the program. Their input was an excellent opportunity to get immediate feedback about quality of assitance, suggestions for better communication and future trainings.

Section 9

COORDINATION WITH OTHER AGENCIES

Throughout the project year, IPTP staff has maintained contact with organizations at the local, state and national level.

LOCAL LEVEL

Locally, an already established working relationship with the South Bend Community School Corporation, Department of Special Education was enhanced through this project by means of shared presentations at workshops, joint participation at meetings and shared materials.

More specifically, the Bi-lingual Education Department and the Indiana Parent Training Program have shared materials and jointly presented information on parental involvement in special education and non-discriminatory testing to Hispanic Spanish-speaking parents. Through involvement in the South Bend parent advisory board and discussions with black community leaders, IPTP is attempting to reach more minority parents.

IPTP staff worked with other agencies and organizations by conducting workshops, making presentations, providing individual assistance to parents as needed, and in mutual sharing of expertise and materials. These groups include the Council for the Retarded of St. Joseph County (local Association for Retarded Citizens), United Health Services, the Mental Health Center, Indiana University/South Bend, St. Mary's College, RAP (Really Able People — a group of young adult disabled individuals) and local parent organizations representing specific disability groups.

STATE LEVEL

On the state level, at the beginning of the project, contact was initiated with staff of the Indiana Division of Special Education in order for them to be fully aware of IPTP's objectives and plans for implementation. This contact has been on-going and has resulted in some dissemination of project materials. In addition, staff has been in regular contact with local education agency per-

sonnel in various parts of the state keeping them informed of IPTP workshops and materials and, in some cases, utilizing their assistance in disseminating information about trainings conducted through this project. IPTP staff has been invited by some LEAs to conduct training workshops on the formation and/or strengthening of local parent advisory boards.

Staff, as well as RPRs trained by IPTP staff, attempts to attend meetings and conferences of state level organizations in order to make presentations, conduct workshops, disseminate project information, and/or share information and materials. These organizations include the Indiana Association of Children with Learning Disabilities, Indiana Federation Council for Exceptional Children, COVOH (Council of Volunteers and Organizations fo the Handicapped in Indiana), various ARCs, United Cerebral Palsy, Indiana Protection and Advocacy and the State Advisory Council of the Indiana Department of Public Instruction/Division of Special Education.

NATIONAL LEVEL

Regular contact is maintained with specific organizations at the national level who are or have been involved in parent training programs. These organizations are, most notably, the four other original parent information centers — Federation for Children with Special Needs (Boston), Coordinating Council for Handicapped Children (Chicago), Southwestern Ohio Coalition for Handicapped Children (Cincinnati), New Hampshire Coalition for Handicapped Citizens (Concord); PACER Center (Parent Advocacy Coalition for Educational Rights in Minneapolis); Washington PAVE (Parents Advocating for Vocational Education in Tacoma); Closer Look (Parents Campaign for Handicapped Children and Youth in Washington D.C.). Extensive sharing of training materials, methodology and information continues to occur with all of the above named groups. Contact has also been initiated with other parent training programs with the intention of information-sharing and possible coordination of some training services.

Section 10

DISSEMINATION

Materials were disseminated to parents, professionals and regional parent representatives during each level of project activity — individual assistance and information, trainings and RPR trainings. Parents and RPRs received the greatest number of materials. This material is consequently shared by its recipients, especially RPRs.

The following is a breakdown of information requested and disseminated between June 1, 1980 and May 31, 1981:

1) Information sent to parents:

- fact sheets on federal and state laws relating to the education of handicapped children
- checklists for parent participation at the case conference
- guidelines for developing the IEP
- communication strategies
- definitions of handicapping conditions
- description of evaluation instruments
- information on Task Force projects
- information on due process hearings

2) Information sent to professionals:

- information on Special Education Parent Advisory Boards
- information on surrogate parents
- RPR training curriculum
- ASPECT Guide
- Professional assistance
- information on coordinating bi-lingual education and special education
- due process hearing preparation

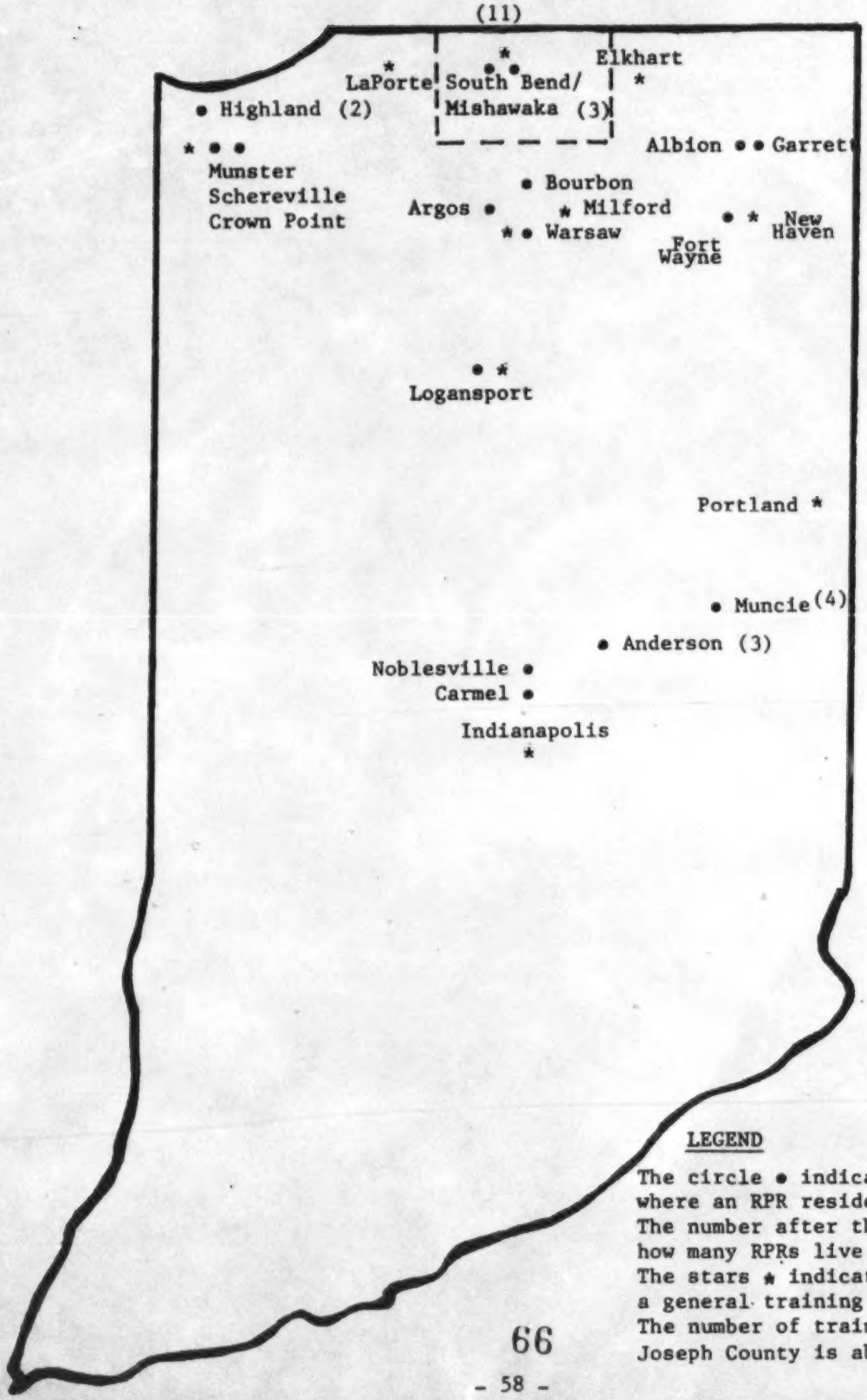
3) Information sent to Regional Parent Representatives:

- information on reaching parents
- listing of local resources serving handicapped individuals
- information about LEAs and special education organization
- additional information on conducting parent trainings
- information on due process and complaint procedures

4) Pieces of Materials Disseminated:

Information on special education litigation, handicapping conditions and all of the types of information listed above in #1 through #3	15,006
Task Force brochures	2,093
Training Units (for description see Section 6)	247
RPR handbook (270-page handbook - for description see Section 6)	30
Resource manuals (each manual contains a collection of regulations, state plans. and materials from other national advocacy organizations)	26
TOTAL	18,402

LOCATIONS OF GENERAL AND RPR TRAININGS



LEGEND

The circle • indicates the city or town where an RPR resides.
The number after the circle indicates how many RPRs live in that city.
The stars ★ indicate the area where a general training was held.
The number of trainings (11) in St. Joseph County is above the star.

CONCLUSION

During its first year the IPTP project has exceeded some of its original goals, particularly in terms of the training of twenty-six RPRs and their subsequent activities in each of their regions.

In addition to focusing on the accomplishments of the project in the first year of its implementation, at the end of each section this report points out specific areas of needed improvement and includes accompanying recommendations.

Results of informal assessments of the first year's activities (reports from RPRs and other parents receiving one or more levels of training/assistance) indicate that parental involvement has increased and more appropriate programs have been developed as the result of IPTP.

As indicated in the body of this report, recruitment, training, and evaluation efforts are continually refined. Throughout the second year of the IPTP project, these efforts will continue as more workshops are planned, more RPRs trained and as current RPRs expand in their training and assistance efforts, eventually becoming independent of IPTP staff.